ANNUAL REPORT

FY 2001

PROFESSIONAL-TECHNICAL EDUCATION
FY 2001 ANNUAL REPORT

OUR MISSION

To provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Professional-Technical Education is governed by the State Board of Education, which in Idaho is designated as the State Board for Professional-Technical Education.

STATE BOARD OF EDUCATION

Board Members for FY 2001

Tom Boyd

Curtis Eaton

Blake Hall

James Hammond

Sam Haws

Roderic Lewis

Darrell Manning

Karen McGee

Marilyn Howard,
Superintendent of Public Instruction

Greg Fitch,
Executive Director

Mike Rush,
State Administrator
Division of Professional-Technical Education

MESSAGE FROM ADMINISTRATOR

Idaho citizens deserve quality professional-technical educational opportunities. They deserve to have programs delivered in ways that meet their needs. They also expect those programs to be administered effectively, providing a quality, cost-efficient product.

The Division of Professional-Technical Education was created to do exactly that. It is our sincere goal to provide Idaho's youth and adults with the knowledge, skills and attitudes necessary for success in a highly effective workplace. Idaho has quality programs delivered through high schools and technical colleges throughout the state. The scope ranges from career exploration at the junior high level to customized training for specific businesses. The last five years have been ones of significant growth at all levels. The number and types of opportunities have increased significantly to meet the even faster growing demand for an educated workforce. The need remains critical. A slowing economy creates pressure for retraining as well as a need to aggressively prepare people with the skills to create and fill the new jobs that will drive the economy of the future.

This need is recognized by the people in Idaho. In the Public Policy Survey conducted by Boise State University this last Spring, the vast majority of the public wanted more opportunities for career-specific classes at the secondary level and more one-and two-year technical college programs.

This report provides a snapshot of the status of Professional-Technical Education for Fiscal Year 2001. Perhaps the most significant event was the launching of a new quality initiative to help focus efforts on providing the very best educational opportunities to our students, customers and clients. The initiative focuses on developing curricula that are rigorous, relevant, and measurable and that allow for sufficient complexity to develop high level knowledge and skills. This focus has three themes: 1) Rigorous technical curricula; 2) Integration of academic achievement standards; 3) and Articulation of high school and college curricula.

Idaho faces some significant challenges in the next few years. Its ability to meet those challenges will depend largely on the ability of its youth and adults to respond to the demands of a dynamic and challenging work environment.

We are committed to making that happen.

Mike Rush
State Administrator

PROFESSIONAL-TECHNICAL SYSTEM HIGHLIGHTS

Idaho's professional-technical education system demonstrated significant growth between 1995 and 2001. Numbers of secondary programs were up 41% and secondary enrollment was up 44%. Postsecondary programs were up 14% and postsecondary enrollments were up 32%.

The Division of Professional-Technical Education has consistently demonstrated staff efficiency since 1980. There are 37% fewer staff members than in 1980 which significantly increased the scope and responsibility of every staff member. This means that in FY 2001, each staff member administered two and one-half times more programs, four and one-half times more enrollment, and five times more money than they did in 1980.

Strong public support for professional-technical education was demonstrated in Idaho's Public Policy Survey. 87% of the respondents agreed that high school students should be offered more opportunities to take classes for a specific career and 79% wanted more one-and two-year technical college programs. Over 88% agreed that high school students need more work-based learning experiences. 79% agreed that more career exploration should be available to middle and junior high students. And, 49% agreed that they personally would need professional-technical training in the next 12 months to function in their jobs.

The Division funded 28 curriculum development/revision projects. The Technology 2001-2002 Taskforce began mapping the content objectives to the Idaho State Achievement Standards and the *2001 Edition Marketing Education, A Guide to How Marketing Education in Idaho's Classrooms Meet State Achievement Standards* was developed and published.

The Strategic Plan for Professional-Technical Education in Idaho was used to assist in the effective and efficient use of resource management. Modification of the Division's current plan mirrors the State Board of Education Five-Year Strategic Plan by incorporating quality, access, relevance and efficiency goals.

In-service workshops, conferences and training were provided to 744 instructors, administrators, and other educators to assure that skills and current methodology are updated and reinforced. The range of activities covered a number of components such as support for university teacher education programs, curriculum development and analysis, resource acquisition, and leadership training. Approximately 900 instructors, administrators and other educators attended the Professional-Technical Summer Conference.

Idaho's Information Technology Training Program (ITTP) is operated by the Division of Professional-Technical Education in collaboration with the Department of Administration, Department of Labor, the six Technical Colleges and private industry. The Division of Professional-Technical Education coordinates the delivery of the ITTP Program.

High-end technical and network programming training was provided to 3,000 state employees through 767 Information Technology Training Program (ITTP) classes. The average cost of ITTP classes dropped from $1,900 to $795 (1998 to 2001) which saved the State of Idaho approximately $500,000 in the first year alone. ITTP was the winner of the *NASCIO 2001 Recognition Award for Outstanding Achievement in the Field of Information Technology*.

Workshops were conducted for counselors and other career development staff. The workshops included the *Counselor Boot Camp: Basic Training in Implementing the Model*. The boot camp was attended by 31 counselors and career development staff representing 20 school districts and the University of Idaho.

FY 2001 was the final year of a three-year grant (1999 – 2001) from the Albertson Foundation to create networking academies statewide. Six Regional Support Academies were created at the six technical colleges, 130 secondary teachers completed classes leading to 36 industry certifications, and 805 students helped install and maintain technology in the various districts. Overall, a total of 2.8 million dollars was distributed; 286 district teachers and technicians were trained; and 44 District Computer Support Technician Academies were created.

Training was provided by distance learning to 156 male and female offenders through the Department of Correction in FY2001. Thirty-seven out of the 50 offenders released obtained training related employment.

The Workforce Training Network (WTN), under the direction of the State Division of Professional-Technical Education, coordinated training resources from all six technical colleges in cooperation with the Departments of Labor and Commerce. Workforce Training Fund grants were used to provide customized training to more than 214 new Idaho employees through the technical college system. Technical colleges provided training for six out of fourteen companies awarded Workforce Training Fund grants in FY 2001.

The Farm Business Management Program served 301 farm units throughout Idaho in FY2001. Classes were delivered through Boise State University, College of Southern Idaho, Eastern Idaho Technical College and Idaho State University.

Idaho's technical colleges played a key role in a number of rural development projects in FY2001. The College of Southern Idaho and the Southern Idaho Economic Development Organization worked together to provide training for 70 unskilled workers at Silver Creek Produce in Rupert. Eastern Idaho Technical College, the City of St. Anthony and several other entities combined resources to develop an outreach center in St. Anthony that will provide education for the upper Snake River Valley residents. Lewis-Clark State College developed an on-line Enhanced Medical Terminology course to pilot with the Department of Health and Welfare in Grangeville, Pierce, Weippe and Riggins.

GOVERNANCE

Idaho has a streamlined educational structure with a single State Board of Education responsible for all public education including academic and professional-technical education from kindergarten through graduate school. The single Board of Education structure in Idaho allows for a "seamless", more accountable system of education, working cohesively for the betterment of the citizens of Idaho.

Statutory authority for the Division of Professional-Technical Education is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Section 33-2202 defines Professional-Technical Education as secondary, postsecondary and adult courses, programs, training and services administered by the Division of Professional-Technical Education for occupations or careers that require other than a baccalaureate, master's or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of public secondary and postsecondary schools and colleges.

The Division of Professional-Technical Education is the administrative arm of the State Board for Professional-Technical Education that provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary through adult. The Division provides the focus for professional-technical education within existing schools and institutions by targeting resources, organizing and applying industry input, providing technical assistance to program areas, managing programs and providing leadership for student organizations. The Division also acts as the administrative agency for the State Occupational Information Coordinating Committee and the fiscal agency for the School-to-Work Grant.

The role of the Division of Professional-Technical Education is to administer professional-technical education in Idaho. The Division:

- provides statewide leadership and coordination for professional-technical education
- assists local educational agencies in program planning, development and evaluation
- promotes the availability and accessibility of professional-technical education
- prepares annual and long-range state plans
- prepares an annual budget to present to the State Board and the Legislature
- provides a state finance and accountability system for professional-technical education
- evaluates professional-technical education programs
- initiates research, curriculum development and professional development activities
- collects, analyzes, evaluates, and disseminates data and program information
- administers programs in accordance with state and federal legislation
- provides liaison with related agencies, officials and organization

The Division is the administrative agency for the State Occupational Information Coordinating Committee (SOICC). In addition, the Division helps support Idaho's Adult Basic Education (ABE), facilitates employment readiness, and supports the scheduling of statewide activities of the distance learning system.

Idaho's Professional-Technical Education System is the state's primary educational delivery system for preparing Idaho's workforce. Professional-technical education programs are integrated into a larger, academic institutional structure through public school districts or postsecondary institutions.

Postsecondary -- Postsecondary professional-technical education programs and services are delivered through a statewide system of six technical colleges. Technical colleges deliver occupational programs on a full- or part-time basis, adult upgrading and retraining, customized training, related instruction for apprentices and emergency services training which includes fire service, hazardous materials and anti-terrorism training. Workforce development/customized training (short-term training), delivered through the technical college system, trains individuals who need to upgrade their current job skills and/or develop new job skills to remain in their current job or find new employment. This training also responds directly to the specific needs of new and expanding business and industry.

Three of the six technical colleges are located on the campuses of the four-year institutions, two are located on the campuses of the community colleges, and one is a stand-alone technical college. The six technical colleges are:

Larry G. Selland College of Applied Technology,
Boise State University (Boise)

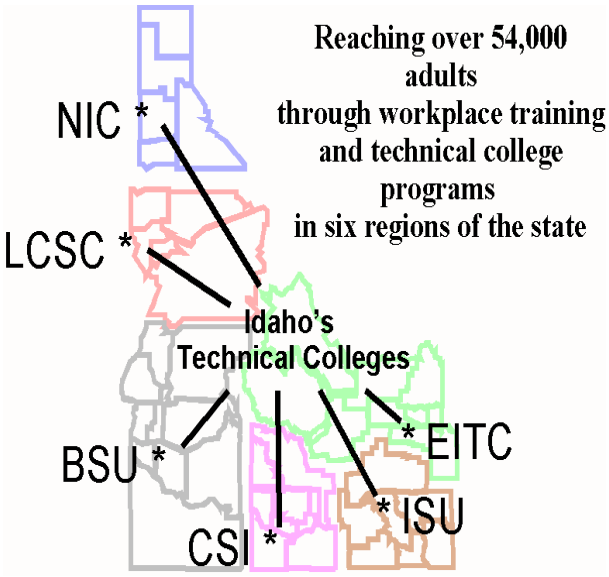
Professional-Technical Division,
College of Southern Idaho (Twin Falls)

Eastern Idaho Technical College,
(Idaho Falls)

College of Technology,
Idaho State University (Pocatello)

School of Technology,
Lewis-Clark State College (Lewiston)

School of Applied Technology,
North Idaho College, (Coeur d'Alene)



Secondary – - Secondary professional-technical education programs and services are provided through junior high/middle schools, comprehensive high schools, professional-technical schools and through cooperative programs with the technical colleges.

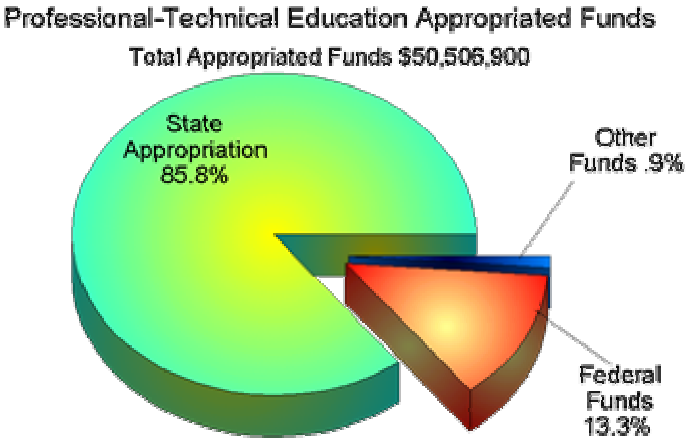
Linkages - - Tech Prep links secondary and postsecondary professional-technical programs through written and approved articulation agreements between high schools and technical colleges. These agreements help students prepare for work by linking two years of training in high school with two or more years of technical college. It allows students to shorten and/or enhance their postsecondary training because they have earned postsecondary credit while in high school.

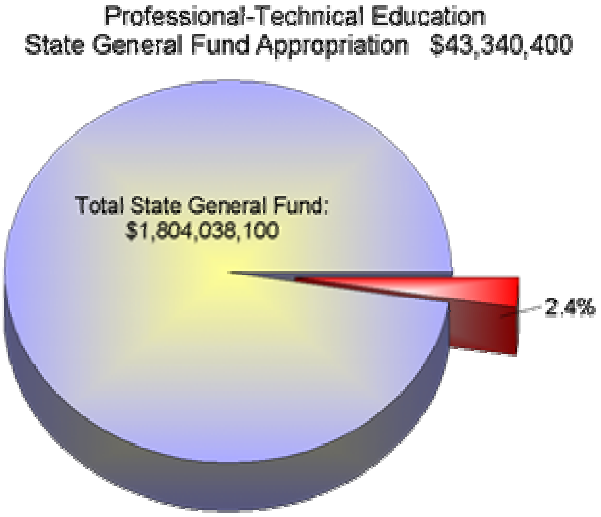
FUNDING

The Idaho Professional-Technical Education System is accountable to Idaho citizens. The Professional-Technical Education System supports the philosophy that Idahoans deserve the highest level of performance at the lowest practical cost.

DISTRIBUTION

In FY 2001, 2.4% of the total State General Fund was appropriated to the Division of Professional-Technical Education for professional-technical education. The State General Fund and federal resources were the two primary funding sources for Professional-Technical Education. The State General Fund, appropriated by the Idaho Legislature, supplied 85.8% of the budget, and the federal government supplied 13.3%.
The Division of Professional-Technical Education also fiscally administered the School-to-Work Grant.





POSTSECONDARY PROGRAMS

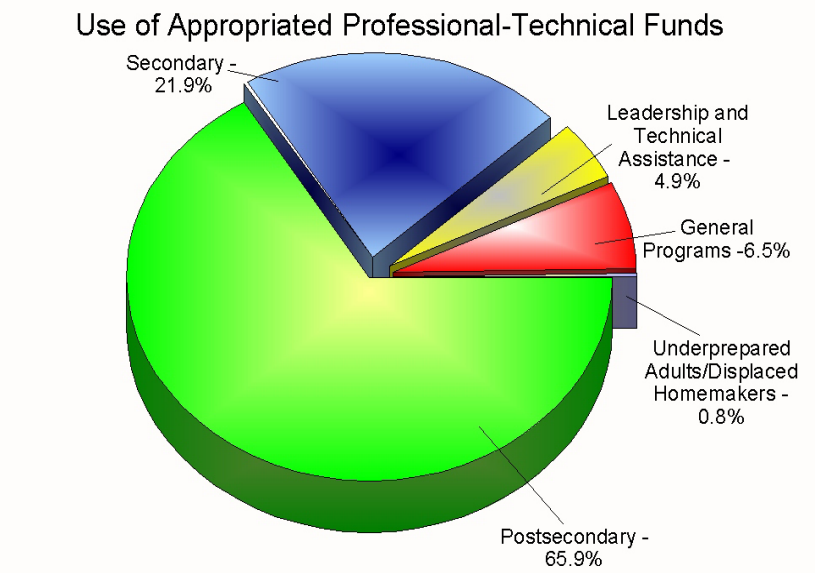
The technical college system is funded through the State General Fund for faculty salaries, operating expenses, capital outlay and local administration. The postsecondary system also receives federal professional-technical education funds. Although student fees help defray the cost of maintaining facilities, grounds and related overhead, the fees are not used to support postsecondary instruction, equipment purchase or replacement at the technical colleges. Student fees are included in the main institutional budgets to support plant maintenance and operations.

Workforce development/customized training (short-term training) for adults is paid primarily by employer contributions and user fees, with additional support from the professional-technical education general program budget.

SECONDARY PROGRAMS

At the secondary level, state appropriated professional-technical funds provide added-cost funding for professional-technical programs. These funds pay for those costs which are above and beyond the costs of regular instruction and include extended teacher contracts, equipment and supplies. The state is currently reimbursing approximately one-third of these added-costs for operation of high school professional-technical programs. The secondary programs also receive federal professional-technical funds.

In 1998, the Idaho Legislature passed legislation allowing school districts to establish professional-technical schools that qualify for funding through the Division of Professional-Technical Education. State funded added-cost support units are provided for professional-technical schools to offset higher costs associated with these schools.



PROGRAMS AND SERVICES

Professional-technical education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current or emerging fields, or to continue their education. The scope of the professional-technical education ranges from career awareness and prevocational skill development at the junior high/middle school level to highly specialized, customized training for Idaho industry at the postsecondary level.

The foundation of professional-technical education is the technical training programs. While over the years many of the general program areas have remained the same, specific program content has changed dramatically to keep pace with rapid technological advances in the work environment. Professional-technical education programs also include the connections within and among technology, science, mathematics, communications and other academic disciplines. Idaho's technical training programs include:

- Agricultural Science and Technology
- Business and Office Technology
- Family and Consumer Sciences
- Health Professions Education
- Individualized Occupational Training (IOT)
- Marketing Education
- Technology Education
- Trade and Industry
- Emergency Services Training
- Career Guidance

Agricultural Science and Technology (AST) --prepares students for careers in dynamic, global, natural resource based industries. Rapidly changing technologies lead to exciting new career opportunities in the agricultural community. Environmental management, food quality assurance, biotechnology, horticulture, turf and landscape management, agricultural research, toxicology, aquaculture, communications, international marketing and many other emerging fields all link to the central agricultural core of production, processing and distribution of food and fiber products. Agricultural Science and Technology programs also build global awareness and develop student leadership for the food, fiber and natural resource systems. Farm Business Management, under the AST program, is a three-year curriculum to assist farm families to develop the management skills necessary to analyze their business enterprises and operate a profitable business.

The student organizations affiliated with Agricultural Science and Technology programs are:
FFA – **Idaho FFA Association** and IPAS--**Intermountain Postsecondary Agriculture Student Organization of Idaho**.

Business and Office Technology--prepares students for entry into and advancement in business and management careers. Students are able to select and apply the tools of technology as they relate to personal and business decision making. They develop the ability to participate in business transactions in both the domestic and international arenas. Students use accounting procedures to make decisions about planning, organizing and allocating resources. They apply the principles of law in personal and business settings. Finally, students develop interpersonal, teamwork and leadership skills necessary to function in diverse business settings.

Today's students.
Tomorrow's business professionals.

The student organization affiliated with Business and Office Technology programs is B.P.A. – ***Business Professionals of America***.

Family and Consumer Sciences—helps to prepare students for success in employment and personal life as well as for a variety of careers in early childhood professions, food production and management, housing and interiors, apparel design and merchandising, hospitality and education and human services. Students may apply their knowledge and skills to directly enter the workforce or to continue their education at a technical college or a university. Family and Consumer Sciences education is designed to assist individuals in managing and balancing life in the home, community and workplace.

The student organization affiliated with Family and Consumer Sciences is F.C.C.L.A. – ***Family, Career and Community Leaders of America.***

Health Professions Education--prepares students for careers in Idaho's health care industry in secondary, postsecondary and short-term training settings. The secondary experience allows students to learn about career options and gain some basic competencies, including specific training as health care aides. The postsecondary experience expands training opportunities in a number of fields including nursing, surgical technology, dental assisting, health information technology, intermediate emergency medical technician/paramedic, medical assisting and physical therapy assisting.

The student organization affiliated with Health Professions Education is H.O.S.A. – **Health Occupations Students of America.**

Individualized Occupational Training (IOT) --combines a school-based career class with work-based technical training. IOT programs capitalize on student interests and strengths and extend the range of professional-technical training a school can offer. The program's design includes three foundational components: school-based, work-based, and connecting activities and prepare students for work or further postsecondary education.

PROGRAMS AND SERVICES

Marketing Education --provides classroom instruction and work-based experiences in Marketing, Business, Management and Entrepreneurship, E-Business, Communication and Interpersonal Skills, and Economics. The following areas of study are presented in terms of their relationship to marketing of goods, services, or ideas: Distribution, Financing, Marketing Information Management, Pricing,

Product/Service Management, Promotion and Selling. Youth and adults are prepared for careers in sales, advertising, food and restaurant marketing, hospitality and tourism, hotel and motel marketing/management and international marketing.

The student organizations affiliated with Marketing Education are: DECA – ***Students in Marketing Education*** and DEX ***-Delta Epsilon Chi.***

Technology Education-- teaches students to be technologically literate. Students study, design, research, construct and test structures, materials, and techniques commonly used in today's highly advanced industrial applications. Instruction is centered around informational, physical, and biological/chemical systems. These areas comprise the umbrella of knowledge needed to function in a technological world and include the connections within and among technology, science, mathematics and other academic disciplines. Students develop critical thinking and problem solving abilities at increased levels of complexity.

The student organization affiliated with Technology Education is T.S.A. – ***Technology Student Association.***

Trade and Industry -- teaches students to be technically prepared for the ever-evolving workplace. Students must be academically prepared with a foundation in communications, science and mathematics. Programs use industry standards as the basis for their curricula and cover approximately 40 occupational areas such as electronics, robotics, automotive technology, welding, graphics and design, computer networking, broadcast technology and journalism. Students at the secondary level follow a three-year sequence of instruction including a multiple period at the senior year to master competencies to meet industry standards. Emphasis in the Trade and Industry area is to obtain occupational skills in order to function effectively in the workplace. Postsecondary programs prepare students to perform advanced level problem solving and technical skills in the workplace.

The student organization affiliated with Trade and Industry is **Skills USA-VICA.**

PROGRAMS

Emergency Services Training (EST)--provides fire, rescue, hazardous materials and anti-terrorism training for agencies and personnel within the Idaho Public Safety Sector. Training programs for paid and volunteer firefighters meet the International Fire Service Accreditation Congress (IFSAC) accreditation to provide firefighter certification for Idaho firefighters.

Career Guidance--provides schools with the tools and services to assist students in making educational and career decisions. Counselors are actively involved in guidance activities that assist all students in making career choices. They help students in self-assessment, knowledge of educational programs and knowledge of current labor market trends.

SERVICES

Single Parents and Displaced Homemakers--adult single parents and displaced homemakers are served through a network of counseling centers called Centers for New Directions.

Department of Correction--professional-technical education courses are offered at the Idaho State Correctional Institution, Pocatello Women's Correctional Center, North Idaho Correctional Institution, Idaho Correctional Institution at Orofino, Idaho Maximum Security Institution, and Southern Idaho Correctional Institution.

Academic Skills Development--Idaho technical colleges provide academic skills assessment and remediation to enable unprepared and underprepared adults to succeed in professional-technical education programs and in the workplace.

SECONDARY RESULTS

The number of high school students enrolled in professional-technical education programs increased by 2.18% from FY 2000 in comparison to a .23% drop in overall secondary enrollment.

Secondary students attained positive placement of 92%.

88.2% of secondary completers demonstrated mastery of the competencies in capstone courses.

The number of Tech Prep agreements increased from 302 in FY 2000 to 345 in FY 2001. The number of secondary students participating in Tech Prep in FY 2001 was 3,211.

In FY 2001, 108 school districts had approved professional-technical programs.

In FY 2001, ten professional-technical schools offered 74 programs to 2,435 students (compared to eight schools, 56 programs and 1,776 students in FY 2000). This is a 27% increase in enrollment.

The number of approved secondary professional-technical education programs increased from 720 in FY 2000 to 752 in FY 2001.

A total of 2,029 students were enrolled in the 46 Information Networking Technologies programs delivered statewide.

Additional Networking Program grants were awarded to train students to support network infrastructure, bringing the number of academies to 46.

The number of Tech Prep articulation agreements increased from 302 in FY 2000 to 345 in FY 2001.

The web-based Fundamentals for Health Professions course in Region II was expanded beyond Region II into Regions III and IV and involved 146 students from 20 rural high schools.

Idaho's Family, Career and Community Leaders of America (FCCLA) chapters provided *STOP the Violence* training to over 2,500 Idaho students in 200 sessions.

Participation in Professional-Technical Student Organizations in FY2001 was:

FFA	3,524
BPA	2,025
FCCLA	1,257
DECA	479
HOSA	170
TSA	238
VICA-Skills USA	239

Program quality was demonstrated through success of students in national competitions:

- Kuna placed fourth in Parliamentary Procedure at the National FFA Convention
- Burley placed fourth in Extemporaneous Public Speaking at the National FFA Convention
- Six Idaho FFA members were named as national finalists in the FFA Proficiency Award Program
- Two Idaho FFA members were named as national Proficiency Award winners
- Four BPA members from Payette won first place in the nation in the Economic Research Project team event
- Eight BPA members placed second in the nation in their competitive events
- Gold medals were awarded to five FCCLA members for their achievement in national leadership projects
- Students from Coeur d'Alene were in the top ten finalists in Travel and Tourism Marketing Management at the International DECA Career Development Conference
- An American Falls student placed in the top 20 semi-finalists in Retail Merchandising, Manager Level event at the International DECA Career Development Conference
- Students from Prairie High School placed second in Construction at the TSA National Conference

SECONDARY RESULTS

PROFESSIONAL-TECHNICAL EDUCATION ENROLLMENTS

	1996	1997	1998	1999	2000	2001	1-Yr % Change	5-Yr % Change
HIGH SCHOOL [1]	73,591	75,921	75,611	76,118	76,509	74,696	-2.37	1.50
PROFESSIONAL-TECHNICAL TOTALS[2]	58,689	62,085	65,408	71,323	74,011	75,622	2.18	28.85
AG SCIENCE AND TECHNOLOGY	8,045	8,737	8,971	9,427	9,293	8,940	-3.80	11.12
BUSINESS EDUCATION	17,696	17,995	19,321	21,459	22,280	22,485	0.92	27.06
HEALTH PROFESSIONS	1,416	1,300	1,427	1,901	2,197	2,134	-2.87	50.71
FAMILY/CONSUMER SCIENCES	15,656	15,657	16,224	17,157	16,158	16,384	1.40	4.65
OCCUP FAM/CONS SCIENCES	656	743	787	889	1,086	903	-16.85	37.65
MARKETING EDUCATION	1,837	1,896	1,896	2,221	2,110	2,331	10.47	26.89
TECHNOLOGY EDUCATION	7,050	7,861	7,460	8,098	8,121	8,556	5.36	21.36
TRADE AND INDUSTRY	5,971	6,720	7,359	7,573	8,979	10,505	17.00	75.93
MULTI-OCCUPATIONS [3]	362	282	168	30	0	0	N/A	N/A
Individualized Occupational Training		894	1,795	2,568	3,787	3,384	-10.64	N/A
SPECIAL POPULATIONS [4]	(14,954)	(16,456)	(16,540)	(19,666)	(19,899)	(21,658)	8.84	44.83
TECH PREP [5]	958	1,446	2,358	1,620[6]	2,334	3,211	37.32	234.55

[1] Public School Grades 9-12. Numbers do not include ungraded secondary students.

[2] Enrollments are unduplicated **within** program areas, but it is possible that some duplication will occur **between** program areas (i.e. a student who is enrolled in classes in both Business and Graphic Arts).

[3] Multi-Occupations has been gradually replaced by Individualized Occupational Training (IOT).

[4] These numbers reflect students who are included in the program enrollments above.

[5] These students have signed up for a four-year program culminating in a postsecondary AAS degree or other two-year postsecondary education. Most of these students are enrolled in professional-technical program areas listed above.

[6] This drop was due in large part to a revision in the way tech prep students were tracked and counted.

Postsecondary professional-technical education completers attained positive placement of 95.33%.

The number of full-time equivalent postsecondary AAS Degree/Certificate students decreased by 2.78%. Accrued head-count increased by 10.95%.

The number of approved postsecondary professional-technical education programs decreased from 151 to 148.

Workforce and customized training was delivered to 39,388 adults for retraining and upgrading work skills through 2,899 short-term training classes.

Fire service, hazardous materials and emergency services training were delivered through 333 classes to 5,695 emergency personnel.

The number of students enrolled in short-term classes decreased by 6.14%. Full-time equivalency increased by 1.52%.

At the postsecondary level, 369 Hispanic students (compared to 262 in FY 2000) and 194 Native American students (146 in FY 2000) were enrolled.

There were 1,492 students enrolled in business technology, software engineering, computer applications, customer service, network support, A+ computer support, and computer networking technology courses.

Delivery of the Farm Business Management Program was expanded during FY2001. Boise State University used distance learning technology to connect to the community of Lewiston. The College of Southern Idaho expanded the resources and program delivery through the development of the website www.agaction.com. Idaho State University delivered off-campus programs to the communities of Soda Springs, Firth and Dayton.

The Centers for New Directions provided services to 1,737 single parents and displaced homemakers. Fifty-six percent of those entered jobs (450) or training programs (523). An additional 97 enrolled in nontraditional programs which focus on higher skills and higher-wage jobs.

In FY 2001, 234 students enrolled in academic skills development programs at the technical colleges.

Course delivery and video conferencing for state agencies, business and industry and postsecondary institutions were provided via the distance learning network.

A program was developed in coordination with the technical colleges and the Department of Correction to deliver training via distance learning to incarcerated men and women at the State Correctional facilities.

POSTSECONDARY RESULTS

The distance learning network was used to deliver 80 hours of Fire Officer I training to 58 students. Eleven instructors taught the classes which originated in Boise, Twin Falls, Idaho Falls and Coeur d'Alene.

North Idaho College served as the lead institution for the Workforce Training Network to work with the Real Estate Commission to develop Real Estate Essentials and Real Estate Practices as basic courses for preparing for licensure in Idaho and continuing education for existing agents. These courses will be provided on CD Rom to allow students the opportunity to study at their convenience.

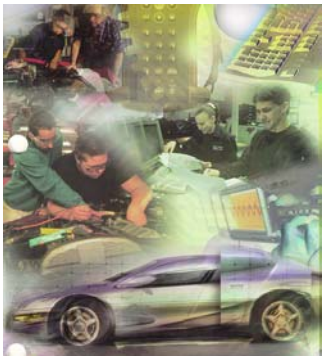
Twelve postsecondary health professions education improvement initiatives were developed by the Postsecondary Integration Task Force. These include professional development courses for practical nurses, and training programs in phlebotomy, nursing assisting and other aide level training programs.

Participation in Professional-Technical Student Organizations in FY2001 was:

IPAS	45
BPA	177
DEX	99
VICA-Skills USA	195

Program quality was demonstrated through success of students in national competitions:

- Eleven BPA members placed first in the nation at the National Leadership Conference.
- A student from LCSC placed third in Entrepreneurship at the International DEX Career Development Conference
- Members of the CSI DEX chapter placed second in the national Quiz Bowl Team competition
- A student from ISU placed third in aircraft mechanics at the National Skills competition
- A student from ISU placed third in carpentry at the National Skills competition
- Idaho had a total of 16 top ten winners in the 33 contests entered at the SKILLS-USA National Conference



PROFESSIONAL-TECHNICAL EDUCATION ENROLLMENTS

	1996	1997	1998	1999	2000	2001	1-Year % Change	5-Year % Change
Boise State University								
AAS/Certificate								
Student VFTE	759	807	829	904	896	818	-8.71	7.77
Accrued Headcount	1,054	1,095	1,098	1,235	1,259	1,291	2.54	22.49
Short-Term								
Student VFTE	354	327	306	325	266	194	-27.07	-45.20
Accrued Headcount	12,397	10,762	9,029	9,286	7,984	6,652	-16.68	-46.34
College of Southern Idaho								
AAS/Certificate								
Student VFTE	477	589	542	576	617	658	6.65	37.95
Accrued Headcount	1,230	1,166	1,203	1,217	1,555	1,812	16.53	47.32
Short-Term								
Student VFTE	120	129	147	119	92	201	118.48	67.50
Accrued Headcount	3,530	3,293	4,790	3,457	2,920	5,227	79.01%	48.07
Eastern Idaho Tech College								
AAS/Certificate								
Student VFTE	404	348	370	386	424	466	9.91	15.35
Accrued Headcount	554	601	1,301	1,495	1,197	1,356	13.28	144.77
Short-Term								
Student VFTE	143	104	42	124	252	233	-7.54	62.94
Accrued Headcount	5,913	4,594	2,479	6,933	16,000	14,008	-12.45	136.90
Idaho State University								
AAS/Certificate								
Student VFTE	1,211	1,147	1,191	1,234	1,234	1,144	-7.29	-5.53
Accrued Headcount	1,485	1,571	1,673	1,654	1,606	1,756	9.34	18.25
Short-Term								
Student VFTE	186	179	170	165	167	166	-0.60	-10.75
Accrued Headcount	8,132	8,028	10,170	6,985	8,139	6,898	-15.25	-15.17
Lewis-Clark State College								
AAS/Certificate								
Student VFTE	454	422	410	425	399	410	2.76	-9.69
Accrued Headcount	687	677	688	583	485	563	16.08	-18.05
Short-Term								
Student VFTE	140	92	80	128	135	156	15.56	11.43
Accrued Headcount	4,371	3,035	4,216	4,851	3,261	4,567	40.05	4.48

PROFESSIONAL-TECHNICAL EDUCATION ENROLLMENTS

	1996	1997	1998	1999	2000	2001	1-Year % Change	5-Year % Change
North Idaho College								
AAS/Certificate								
Student VFTE	272	328	362	368	380	344	-9.47	26.47
Accrued Headcount	357	454	466	470	545	597	9.54	67.23
Short-Term								
Student VFTE	156	185	159	621	208	187	-10.10	19.87
Accrued Headcount	6,428	6,979	9,029	9,978	9,614	7,624	-20.70	18.61
TOTALS								
AAS/Certificate								
Student VFTE	3,577	3,641	3,704	3,893	3,950	3,840	-2.78	7.35
Accrued Headcount	5,367	5,564	6,429	6,654	6,647	7,375	10.95	37.41
Short-Term								
Student VFTE	1,099	1,016	904	1,482	1,120	1,137	1.52	3.46
Accrued Headcount	40,771	36,691	39,713	41,490	47,918	44,976	-6.14	10.31

Idaho Division of Professional-Technical Education

Len B. Jordan Building, Room 324
650 W. State Street, P.O. Box 83720
Boise, ID 83720-0095
Phone: (208) 334-3216
Fax: (208) 334-2365

http://www.pte.state.id.us

This document was published by the
Idaho Division of Professional-Technical Education,
an equal opportunity employer.